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ABSTRACT

Papers on children's services, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Education and Training of Children's Librarians: An Investigation" by Eva Glistrup (Denmark), which presents preliminary results from a 1982 survey of institutions in 30 countries (30% response rate) showing a general lack of adequate educational programs for children's librarianship; (2) "Annual Report of the Activities of the Section of Children's Libraries" by Genevieve Patte (France), which focuses on children's reading and library projects sponsored by IFLA in developing nations; (3) "Meet the Future with Video," in which A. M. Kylberg (Sweden) describes the widespread use of video recordings in Sweden and trial projects providing educational video programs for children and adults in public libraries; (4) "Informatique et Education avec le Langage LOGO (Information Technology and Education with the Computer Language LOGO)," in which Fatimata Sylla (Senegal) describes a pilot project conducted by the Senegalese Institute of Research in Mathematics and Applied Information Science to assess the psychological, pedagogical, sociological, and epistemological impact of LOGO and microcomputer usage on primary school children aged 8 to 11 years (paper in French); and (5) "Video and Youth Services in the Public Library," in which Emma Cohn (United States) discusses reasons for and methods of providing video services in public libraries and in educational systems, and describes specific examples from the United States and France. (ESR)

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INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS

General Conference, Munich, West Germany, August 21-27, 1983

Children's Libraries Section. Libraries Serving the General Public Division.
Papers.

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IFLA

1983

IFLA GENERAL CONFERENCE MUNICH 1983

Division: Libraries Serving the General Public

Section: Children's Libraries

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EDUCATION AND TRAINING OF CHILDREN'S LIBRARIANS.
AN INVESTIGATION

by

Eva Glistrup

Lecturer, The Royal School of Librarianship.
Copenhagen, Denmark.

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Remarks:

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Division: Libraries Serving
the General Public
Section: Children's Libraries

EDUCATION AND TRAINING OF CHILDREN'S LIBRARIANS. AN INVESTIGATION

Eva Glistrup

*Lecturer, The Royal School of Librarianship,
Copenhagen, Denmark.*

The promotion of education and training for children's librarianship has in fact permanently been on the agenda of the Section. At intervals the subject has been taken up for reconsideration: Updating of information, discussion of aims and goals, structure etc. etc. For that reason the subject is still on the Medium Term Programme of the Section.

In 1968 The Children's Library Section organized a seminar on training of children's librarians. Papers from 18 countries were discussed. The papers, which were drawn up according to an outline sent by the Section, contained information on training and education in general of librarians in public libraries as well as on training of children's librarians. The proceedings of the seminar were published in *Library Service to Children*, 3. Training, Copenhagen 1971. It was the general opinion, that the Section after some years should return to the subject on its programme. This happened in 1978 in Štrbské Pleso.

In 1979 a draft "Recommendations for the education and training of children's librarians", prepared by Colin Ray, UK, was presented at the business meeting of the Section.

In this introduction to the recommendation Colin Ray says the following: "The recommendations do not represent a detailed syllabus of professional education: having in mind the wide variation in local circumstances and in the stages of development of library provision among the member countries of IFLA, it would be impracticable to prescribe in detail what should happen with universal applicability. They seek to provide, on the other hand, a structure which each country can then clothe in detailed content in accordance with local practise and levels of development, and

the demands made on staff in the operation of the library service. These will vary from one country to another, and even in one country at successive stages of library development. Within such a framework there is scope to expand and vary emphases within the themes listed in relation to changing needs."

The draft was discussed in a very general way as it was only distributed during the meeting and it was decided to send it to all members of the Section for comments.

Comments have been received from 8 countries. Unfortunately these answers only represent countries where training of children's librarians have reached a relatively high level.

Aase Bredsdorff was asked to collect the comments and to produce an overview for a discussion at a meeting of the Standing Advisory Committee, which was held in Prague October 1980. Here the members present agreed, that although extremely interesting, the comments received were not sufficient as a basis for a revised draft.

It was suggested that an attempt should be made to collect information about training from a number of countries. It was supposed that a presentation of different models of training might prove useful instead of or in addition to a Recommendation.

It was also agreed that an attempt should be made to establish cooperation with the speakers of the IFLA/UNESCO Pre-Session on Library Work for Children and Young Adults in Leipzig, August 1981. It was found useful that one or preferably more of the models represented developing countries. For several reasons - in the first place lack of time - this plan did not prove practicable.

At the Standing Committee meeting in Leipzig it was decided continuously to give the subject "Training and education" a high priority in accordance with The Medium Term Programme 1981-1985".

A small working group was set up with members: Mary Holls, UK, Leena Teinilä, Finland, and I. During the winter 1982 Leena and I prepared a questionnaire-draft, which was presented at the meeting in Montreal last year. Here it was decided, that Leena Teinilä, Inger Cathrine Spangen, Lena Skoglund and I should continue the project. In December we met in

Oslo and in January the questionnaire was sent out to 30 countries - the members of this Standing Committee included.

9 answers have been returned - from Finland, France, Federal Republic of Germany, The DDR, Nigeria, Norway, Japan, Belgium and Malaysia. With other words 30 percent. I don't know if this is many or few - statistically, but perhaps some members have had the same opinion, as the head of The Department of Children's librarianship at The Royal School of Librarianship in Copenhagen, who pointed out, that the questionnaire and the sense of it was difficult to understand. Well - we are thankful to those who did respond!

About the questionnaire:

Originally I suggested that the questionnaire should be sent to a number of specific library schools instead of members of IBBY. Looking at the results we have to admit, that they are too restricted and too small - but comprehensive enough to make a general view difficult. Some of the answers might be useful as basis for the plan to concentrate on models to be recommended. The rest of the answers are certainly not done in vain, they are most useful for the Section to keep for future use - but it is not necessary to present them in the report in a short version, which I am giving now.

In my conclusion I will try to concentrate on possibilities of further steps.

In general there seems to be a narrow connection between the development of children's libraries and the value of children's librarianship and media for children as subjects in the education of librarians. In a country where this education is very poor, this is noted in the questionnaire: "A lot of librarians consider this service as less important". As observation which does not surprise anybody here.

Asking who provides the library service to children we received this answer from the majority of the countries: Librarians with a background, generally not a specific library qualification - if you leave out of account the many teachers and paraprofessionals who from a global point of view form the absolute basis of library service to children. The lesson of this is, that whether we talk about specific library schools

or universities with library educational programmes integrated, we have to point out the necessity of compulsory courses in children's literature and children's librarianship in the general library education. Even in Denmark where we have the greatest number of children's librarians per inhabitant, there are many librarians who serve children as well as adults. In that respect we should have a closer look at Norway, Nigeria and DDR.

Library education takes place in library schools as well as in specific departments of universities. Some countries report on impassable jungles of different initiatives. The length as well varies from 1 to 5 years, but most common is 3 years' theoretical studies of general librarianship. Concerning the courses on children's librarianship they are only exceptionally included. Mostly they are optional, which means that although a great part of your future work will be service to children you don't necessarily need to learn anything during your study as librarian! What about the recommendation of some models for qualifications?

Where courses in children's librarianship exist, 30 hours or lessons given with a following examination or evaluation of a student paper or something like that tends to be common. The content of such courses is mainly the literature for children and only on a smaller scale the practice of children's librarianship as such. Specific subjects as library service to minorities, psychology, music for children have been mentioned as well.

School librarianship has been mentioned as close to children's librarianship in some countries with a natural influence on the education of librarians. But look at DDR, where no school libraries exist at all, or at Denmark, where the education of children's librarians and of school librarians are completely separated.

Considering the answers concerning advanced courses for children's librarians the picture is somewhat poor. Mostly they do not exist at all. One answer is that such courses have been offered to a small extent but not any more because of lack of a proper salary afterwards. In countries where such advanced courses exist, they vary from 1-5 days to 8 weeks (- in blocks?).

The conclusion: Almost 90% are dissatisfied with status quo, and there are no signs of future steps forward. Although Japan mentions: "Users,

especially parents, eagerly require children's librarians in public libraries though training of them is pretty weak". And Finland: "We think that the general basis of the teaching matter is correct. The main problems are connected with the strict limiting of the study time as a whole". - In other words: The work is growing, more media, increased demand - but nevertheless the content and the length of the study remains static.

From my point of view it is important now to raise some questions: Does it make any sense to continue the work with this questionnaire? Would it be a good idea to urge the rest of the countries to return the questionnaire - or should we perhaps concentrate on a certain number of countries such as 5 or 10 more?

Would it be a good idea to require some schedules and other material on our subject for the purpose of preparing an article based on written documentation referring to a number of different models of education? There is the question about the training of practicing librarians, to which the answers given in this inquiry are very stuff. Here it might be an idea to set up a small working group and request it to make some proposals incorporating their idealistic wishes, in the blue air, so to say?

The subject is included in our Medium Term Programme, we have to attain to some results during next year or the forthcoming two years. In her paper addressed to the Standing Committee August 1981 in Leipzig Aase Bredsdorff said as follows, "The study of Library Service to Children, 3 and other sources, for example articles about training in Bangladesh, East Africa, Latin America, the USA and the USSR, in UNESCO Bulletin for Libraries, 1980, vol. 2, no. 3, papers from the UNESCO/IFLA Pre-conference in Manila 1980, Rosa M. Vallejo: Education for Librarianship in the Philippines a.o., did not provide sufficient information for setting up a list of different models. The fact could be established that the education was not sufficient, but the two important problems in which we have so great interest were not clearly described: 1. Has the education for children's librarianship been given enough attention compared with the length of the general training? 2. Which themes are integral in the main study, and which courses are offered to specialists?" And further - "Two main problems are of great importance to the development of education of children's librarians: 1. The discussion

about the levels of education of librarians: Non-graduate - graduate, Professional - High School - University, and the difference between vocational and academic education. 2. The discussion about the relationship between information science and library science."

We have to admit that the answers cannot be found in this questionnaire. In the book "Library service to children" vol. 3, the situation relating to training and education in 14 European countries are described. The articles are written by the participants of a seminar which took place in Frankfurt 1968. A lot of differences were cleared up, but at the same time an agreement on the problems and the solution of the problems was reached as well. Now, 15 years later, the whole world is in another situation. Developed and less developed countries do face problems they did not realize earlier, and children's conditions have changed radically. This challenge calls for making up our mind concerning the new media, new ways of distributing books and other media, and cooperation with social workers, pedagogues, psychologists and researchers to examine children's needs which they are not always able to express themselves, and attention should be given to how we comply with them.

I should like to recommend that the working group - if wanted - is to continue its work. One of the possibilities is to issue a new edition of the third volume of "Library service to children" with a more global view. If a conference is impossible to organize an editorial work is the only way. We should remember to maintain a close contact to the Library School Section and the School Library Section, if possible in the form of a meeting with 2-3 participants from each section - at first to clarify the views. It might be an initiation of the regular contact wanted by us.

IFLA

IFLA GENERAL CONFERENCE MUNICH 1983

1983

Division: LIBRARIES SERVING THE GENERAL PUBLIC

Section:

CHILDREN'S LIBRARIES

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ANNUAL REPORT OF THE ACTIVITIES OF THE SECTION
OF CHILDREN'S LIBRARIES

by Geneviève PATTE
La Joie par les Livres
Paris, France

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Children's Libraries Section

Annual report

1982-1983

The characteristics of this report is the emphasis put on children's work in developing countries.

Some of the projects are issued from the Pre session seminar in Leipzig 1980.

- Books for All : Margaret Marshall McDonald receives important donation. This year US \$ 11 200. One of the nigerian members of the standing Committee gives in the Newsletter n° 22 an important report on how the unums are used in her country.

- "Home libraries" in Zimbabwe.

After some technical difficulties, the project is beginning with the financial support of CIDA. The persons in charge of this project are planning the organization of a workshop on children's writing. They organize also the work of story tellers who will then be supposed to create and animate home libraries throughout the country.

The leaders of this project are also concerned with publishing and distribution of local books.

- In Sierra Leone : a seminar on creative writing and publishing for children (Gloria Dillsworth with the collaboration of IBBY and Unesco)

. creation of a library for blind children (under the supervision of Gloria Dillsworth)

- In Nigeria : a workshop on "Folk Literature as source material for children's books (Abadina media Resource center -Ibadan)

- Fourth World. During september-october 1982, near Paris a European seminar studied the access of underprivileged children to libraries. Report and recommendations have been largely distributed.

- Education and Training of children's librarians.

A questionnaire has been sent to thirty countries. The project will be discussed in the second part of the business meeting.

- Books for the mentally handicapped. A guide. The final manuscript has been finished in april 1983.

- Children's literature abstracts. Through the years, it seems difficult to obtain the coverage of many countries. Only english speaking and scandenavian countries are largely represented.

- Library service to children

21 countries are represented in this new edition. Among them, some developing countries. This edition should be available at the end of 1983.

- Bibliography of conference papers 1961-1981.

Aase Bredsdorff has prepared a bibliography of the Conference papers of the Section. The papers are arranged in chronological order.

- Proceedings of Leipzig Seminar.

The editors are working now on the French papers. It should be published at the end of this year.

Two news letters have been published. They are quite substantial.

The African reports are an important part of them.

Genevieve Pette

Juillet 1983

Section of Children's Libraries

Annual report 1982-1983

International work always seems to progress slowly. For more than 20 years IFLA has been involved with the questions of bibliographic control and ~~the~~ universal access to publications; the results of this work including improvements in children's libraries, are considerable. This kind of work which is continued from year to year, still bears fruit. And also each year there are new objectives. Thus in 1983 "plurality of medias". A quick look at the work which has been undertaken in recent years shows that these objectives eventually find a permanent place in the thoughts and work of the Section.

In the Manila Conference in 1980, after the discussion of the annual report, the members of the Section gave evidence of a strong interest in the following topics :

- a greater inclusion of developing countries in all of the Section's projects,
- a more attentive study of the problems of children with special needs in libraries (specially children of the Fourth World),
- the need to communicate with other international organisations concerned with children and their culture.

LIBRARIES IN DEVELOPING COUNTRIES1. Books for All (MTP 6.)

For many years, the project has been and still is the responsibility of Margaret Marshall, past president of the Section. Here is her report :

"The Co-operative Action Programme is administered by the Children's Libraries Section of IFLA under the overall supervision of Unesco. It asks for donations of money which are then converted into UNUM cheques (Unesco units of money) and these are sent to the organisations in many countries that have requested aid for children's books and libraries.

During 1982-1983, I received donations from organisations and individuals in United Kingdom, Netherlands, USA, Japan and France worth 11,200 (US) dollars and disbursed these immediately to the following countries : Philippines, India, Costa Rica, Zimbabwe, Tonga, Fiji, Liberia, Kenya, Tanzania, for the purchase of children's books for, in some cases, new community libraries being set up by public subscription amongst enthusiastic and concerned people in places where there had never been a library before, and in school and public libraries in other places.

I discussed the programme with the director of the Co-Action Project, Mrs Helga Barraud of Unesco Headquarters in Paris, on one of her visits to London. I prepared a new leaflet, had 6 000 copies printed, sent 3 000 to Unesco HQ as requested and am distributing 2 000 to various professional and national and international bodies, for publicity. During a visit to Japan I spoke with the Federation of Unesco Associations in Japan who send me frequent donations from children and individual people in Japan. In United Kingdom I have lectured to many organisations on the project Books for All.

Letters of thanks and in some cases, photographs, arrive from the recipients of the UNUMS, testifying to the immense help the project has given and these make worthwhile the several hours work a week that the project requires at present. The waiting list for aid testifies also to the continuing need for donations from the more fortunate areas of the world."

This year, for the first time, we have a detailed report from a country which benefitted from the Books for All programme, Nigeria. This report was prepared by Virginia Dike, a member of the Standing Committee, and published in Newsletter n° 22 ; here is part of her statement :

"School libraries in Nigeria benefitted from the Books for All programme between 1975 and 1979. These coupons helped develop libraries which are faced with a number of obstacles, including lack of facilities and materials, lack of trained staff and lack of funding. Most are struggling to build up collections from little or nothing. Yet, while school libraries are in early stages of development few children have access to public libraries, which are situated only in a few major cities and towns.

The Anambra State School Libraries Association (in its present and earlier forms) has been working since 1963 to improve school libraries. Among its efforts is an annual one week course for teacher/librarians, most of whom have no previous library training. A popular feature of the course is a closing raffle for UNESCO coupons or books provided by the Books for All programme or other sources.... The last set of gifts (£ 1 000) was awarded to 20 schools, including 13 post-primary and 7 primary schools. Books were ordered from B.H. Blackwell and awarded instead of coupons because it was found that schools desired assistance in selection and acquisition.

This shows an encouraging trend toward the development of libraries in primary schools. Their participation has increased to the point where separate raffles are now conducted for primary and secondary schools wherever book gifts are being distributed. The need in both types of schools is still overwhelming and continued assistance from the Books for All programme would be most gratefully received."

In her last report (July 1983), Virginia Dike writes : "(it was) requested of me last year on the programme from the recipient's side details contributions to Nigerian school libraries between 1975 and 1979. May I stress the continuing need of these libraries and make a strong appeal for renewed assistance from the Books for All programme.

2. Proceedings of the 1981 Leipzig Seminar (MTP 3.)

The proceedings will be published in English and French. The editing of the English part has been prepared by Sigrun Hannesdottir; the French part and its abstracts in English are being prepared by Claudie Guérin and Geneviève Patte. The typing of the manuscript is under way and should be sent in early September to the Publications Officer of IFLA.

Two projects came out of the Leipzig Seminar, the Zimbabwe project and the Sierra Leone project.

3. Home libraries in Zimbabwe (MTP 3 & 6)

This project is under the responsibility of Ellen Waungana, the Adults Literacy Association of Zimbabwe, and is financially supported by CIDA (Canadian International Development Agency). Experimental home libraries in rural areas are being developed.

Technical difficulties delayed the project. It has now been started under favourable circumstances, by Ellen Waungana and Ms Mupawaenda, both authors of books for children written in the main local languages, shona and ndebele. "We have now started on working out the first step of the project. So far, we plan to have a workshop where we will start by motivating people to write for children before we encourage the starting of home libraries. We need books in order to have any library. So our first step is to produce as many children's books as possible. The next step will be to organize story tellers who will visit some places where children gather and tell stories to these groups, thereafter open different home libraries at different centres throughout the country."

In her report, Ellen Waungana states the aim of the project :

"The main reason of trying a project such as this in my country is to PLANT THE SEED OF EDUCATION and this I intend to start from home. Parents introducing books to the children from an early age. The books therefore need to be in the language used at home, in this case shona or ndebele. We need children's books that meet the children on the background of Zimbabwe - children's books that are Zimbabwe oriented. There are plenty of children's books in English and also other foreign languages. These, are already being used at the home libraries functioning at present - we need children's books in the local languages. May I therefore clarify our position by simply saying we will produce most books in the indigenous languages and probably some in English (much later). There is a dearth of children's literature in Zimbabwe. The home library project will strive to close this gap, by producing children's books and at the same time see that they are used not by children alone but with parents attached to the children during storytelling times. The Kudyara Mbeu Yedzidzo Project organizers are very concerned by the distribution of these books as well.

The relationship, timewise and organisationwise between the organisation of story-tellers and the opening of home libraries. In actual fact these two are almost one. Firstly we are organising to have some libraries opened. The position at the moment is that every home library leader is also a story-teller. She tells stories orally to the children who would have gathered at a particular sport/home. She also reads one or two stories

from a book thereby cultivating an interest to reading. Later children borrow books on a weekly/fortnight basis plan. Should this project continue, which I sure will, the home library leaders will become professional story tellers, telling stories not only at the home library centres but also at day care centres, hospitals, etc., and selling any children's books they may have on them and by that promote children's literature in this country."

4. Sierra Leone projects

a) A seminar was organised by the Central Library, under the supervision of Gloria Dillsworth, in collaboration with IBBY and the financial help of Unesco (Division for Book Promotion). It was the first seminar on creative writing and publishing for children in Sierra Leone, held from January 12th to 14th, 1983, in collaboration with Sierra Leone writers, librarians and booksellers associations. The main speakers came from Ghana, Nigeria, Cameroon and Great Britain to share their experiences and to help stimulate local Sierra Leonean creative writers and illustrators. Emphasis was placed on producing locally consumable material which will have bearing on the cultural goals and the educational requirements of Sierra Leone and that of Africa, in general.

b) Also in Sierra Leone, we must note the creation of a library for blind children. A donation of \$ Can. 12,000 was given to the Board of Libraries. The project will be under the supervision of Gloria Dillsworth.

5. Nigeria projects

a) In Nigeria, a training session was organised by the Abadina Media Resource Centre, Ibadan University, with the help of Unesco, IBBY and the University of Ibadan. Virginia Dike describes it as follows :

"A workshop on "Folk Literature as source material for children's books" was recently held at the Abadina Media Resource Centre, University of Ibadan, Nigeria. It was organised as part of Unesco's "African Languages - Horizon 2000" project designed to promote the use of African languages as modern instruments of instruction and communication. Held from Feb. 21 to Feb. 26, 1983, the workshop was sponsored by Unesco, the Nigerian Section of the IBBY and the Abadina Media Resource Centre of the University of Ibadan.

The specific objective of the workshop was to expose writers, authors and illustrators to the possibilities of folk literature as material for children's books by listening to the Centre's collection of oral literature on tape and discussing papers on related topics. Papers focussed on language policy, the scope of Nigerian children's oral literature, folk literature in various Nigerian languages, themes and motifs, language and linguistic problems, drama, art and illustration, and problems and responsibilities of children's books publishing.

It is hoped that the workshop will encourage the production of local books relevant to the needs of Nigerian children and adapted to their cultural environment."

b) Development of Educational Resources Materials in science and cultural subjects for African Primary Schools, to be executed by Department of Library Studies, University of Ibadan.

Permanent contacts with the African Regional Section are efficiently insured by Virginia Dike. As for Asia, Molina Nijhar accepted to be corresponding member of IFLA and to play the same role in this part of the world.

All above initiatives, set up in close connection with various international organisations concerned with children's books, are very encouraging signs of a really developint work with indigenous children's books. Developing countries now share all the programmes of the Section, in spite of the distance.

PROBLEMS ARISING IN LIBRARIES WITH CHILDREN HAVING SPECIAL NEEDS

1. Books for the mentally handicapped : a guide to selection (MTP 4.)

This is a joint project of the Children's Libraries Section and the Hospital Libraries Section. The guide includes an outline of the criteria recommended for selecting books and audiovisual media for the mentally handicapped child and adult, and a chapter about library service to the mentally handicapped reader.

The compilers, Margaret R. Marshall, Sancia Simonis-Rupert and Susanna Holst, presented the final manuscript for this pamphlet by the end of last year. The manuscript has later been re-typed, and a camera-ready copy has been sent to the IFLA Secretariat. It has been suggested that it will be published in one of the IFLA publication series. The compilers have done a very good job. We know that the pamphlet will be most useful, and we hope that it will be published soon.

2. Fourth World (MTP 5.)

In September-October 1982, a European seminar was held in Paris, on the access of Fourth World children to libraries. The chairman of the Section took an active part in the debates which may be considered as a follow up of the discussion initiated in Manila and presented in Montreal.

A summary of the discussions and the final recommendations have been published; they may be obtained either from the chairman or, the secretary of the Section. Both are in French.

The recommendations point out that these children, their families and their surroundings are excluded from participation in the social and cultural life of their countries. To stop this injustice it is expected that the book and the library will play a primary role. The cultural exclusion of the deprived must be brought to a stop on both international, national and regional levels. Collaboration must be established - on the local level - with persons in charge of cultural activities, and with volunteers. With active participation of parents and others an easy access to books must be established in the deprived areas. Librarians must be introduced to and get to know the ambience/environment of the less favoured in the society. Books must reflect the ambience of the children of the Fourth World, and these books must be spread.

OTHERS PROJECTS

Education and Training of children's librarians (MTP 1.)

The training of children's librarians project, initiated at the 1978 Conference in Czechoslovakia, has been moving forward fastly this year. Leena Teinila, Lena Skoglund, Inger C. Spangen, Eva Glistrup are in charge of the project. They met in December 1982 in Oslo and finished the questionnaire which was, then, sent to members of IFLA in 30 countries. A budget has been allocated for this project.

PUBLICATIONS

Children's Literature Abstracts

Colin Ray, editor of this publication for many years, sent us a report outlining the difficulties he encounters.

"Circulation of the Section's abstracting journal remains at the same level, principally in the English-speaking countries and in Scandinavia. The coverage of articles is as uneven as ever, which seems a poor reflection on an organisation avowedly international in its concerns and membership. However it seems impossible to remedy this situation; letters sent last year, with the encouragement of the committee, to all those members of the committee whose countries are not represented produced, with one exception, neither abstracts nor replies. In these circumstances it seems a waste both of effort and of postage to persevere in trying to make it a fully international journal."

Library Service to Children

Colin Ray is also in charge of the new edition of this publication.

"The new edition of this publication is now with IFLA's publications organisation. Although planned originally as a revision of the 1978 edition, fourteen of the fifteen contributions relating to countries included in the last edition have been very substantially revised or rewritten; in addition there are six countries included which did not appear in the 1978 edition. The range now includes both countries with a long-established tradition of library work with children and also several examples of countries which are in process of building such a tradition.

Bibliography of conference papers, etc. 1961-1981

Mrs Aase Bredsdorff, ex-chairman and former member of the Standing Committee, has prepared a bibliography of the conference papers, etc. given at the meetings of the Children's Libraries Section 1961-1981. The bibliography will be published in a Finnish book prepared in commemory of the late Kaija Salonen, also a former member of the Standing Committee.

Mrs Bredsdorff has kindly given the Section the copyright to this bibliography. The papers are arranged in chronological order. The bibliography also refers to printed material where the papers have been published.

Proceedings of the 1981 Leipzig Seminar

See above, page 3.

Books for the mentally handicaped

See above, page 5.

Newsletters

As previously, the two Newsletters have been prepared by Inger C. Spangen. It is to be noted that the reports contained in the Newsletters are more and more substantial due, among others, to African countries who have carefully kept the Section informed of the progress of projects.

For more efficient work, each member of the Standing Committee accepted last year to assume, alone or with others members, the responsibility of working toward one of the goals defined in the Medium Term Program. We know we can rely also upon the work of those members who have been faithful for a long time and we hope that many more who have been here for the first time will join in order to realize new projects. International work becomes highly interesting when everyone gets really involved.

We wait for your ideas and suggestions.

Geneviève Pette

Juillet 1983

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Division: Libraries Serving the General Public

Section: Children's Libraries

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Meet the Future with Video

by

A.M. KYLBERG
Library Director
Helsingborg Public Library
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173

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ABSTRACT

MEET THE FUTURE WITH THE VIDEO

Sweden has more video machines than any other country in the world except Japan. Video shops are mushrooming all over the country. The violence and brutality that is represented in some of the programmes distributed by these shops had caused a nationwide anxiety amongst parents, teachers and other people taking care of children and youth. What can the libraries do about this? In Helsingborg public library in the south of Sweden, the children's library has had video since 1973, but only for pre-school children. The result of this activity has proved to be very good. Now, ten years after the first experiment in Sweden with video, another one will take place in the same library. It is important that librarians are responsive to the new media and that they do not just ignore their potential in libraries. Equally important is to know how to use them to the best advantage in libraries.

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MEET THE FUTURE WITH VIDEO

What does TV and video do to our children?

and what can we do about it?

These questions are put forward in a pamphlet published by the Swedish Parent Teachers' Association and other important child care institutions.

Sweden has today more video recorders than any other country except Japan. In 1985, it is believed that 20% of all households will have access to video. Children will spend more and more time in front of TV and video.

Young people of 12 in Sweden spend the same amount of time in front of the TV and video as they do in school. In 1981, in Stockholm, 76% of the youth between 13 - 16 years of age looked at video. Young people prefer video. Video is something you do together with your 'buddies', while TV is a family matter.

"Video is mobile and therefore shares the same attractions for youth as the transistor radio and the sound cassettes" said Keithe Roe in an investigation about video and youth made by the University of Lund in Sweden. (Video and youth : New patterns of media use. No. 18 Lund, 1981).

"Video gives a much greater choice of, and most especially, potential control over, content. As often happens, consumers have taken the potential of video to its logical conclusion" continues Keithe Roe. He also points out that youth were among the first to take up this new form of technology and to use it in innovative ways.

Video has, so to speak, changed the pattern of media use. "One thing is certain, TV on its own as we know it, is doomed". Consumers in Sweden, especially the young ones, have chosen video.

It has happened a lot in today's society. The electronic society is changing our lives and expanding video vistas are transforming our TV viewing. It is, therefore, important that Parent Teachers' Associations and similar units are watchful as to what is happening and that they inform other adults about the new media and the effects of these media upon their children. It is also of the utmost importance that schools, libraries and other institutions taking care of children teach them how to use these new media. Children should learn how to use video and TV for useful purposes.

Children using TV and video themselves discover other activities such as reading, drawing, playing instruments, creating or performing. The new media - with their impact upon young people and children - are perfect mediators for other media. M. Stuart says in "Village Network", New York 1981. "Video communication can be multi-directional, person-centred, locally originated and feeling sensitive. Because it is simple to understand and operate, relatively inexpensive and durable, it can also act to democratize communication activity in a profound way. Video's unique strength is that it does not require central processing the way film, print, television and practically every other medium does. So it opens up many different kinds of horizontal exchanges ... the freeing potential ... is simply enormous."

Video provision in libraries is not unique. It should not be and especially not in children's departments.

In Helsingborg Public Library in Sweden we have had video in the children's room since May 1973. Together with the educational units within the Swedish Radio and TV Corporation, the library took part in a test with video

in libraries, bookmobiles and with pre-school groups.

What happens when the public is confronted with a video set in a public library, especially in a children's library? Can you be sure that the equipment will function after having been used by eager library patrons? Will video kill other activities in the library? Will the library use the video to help cope with disciplinary problems?

Well, already by October 1974, the Swedish Radio could establish

1. The video (VCR) still worked in spite of being operated by the children themselves.
2. Children did not interrupt other activities in order to view video. (You could always look at the programme when you had finished whatever you were doing).
3. The book circulation/issues increased, especially books dealing with subjects shown in the video programmes.
4. The video recorder became a very natural part of the equipment in the library.
5. The children could choose their own programmes. They could influence the viewing, repeat a sequence if they wanted to or "jump over" some parts and skim through others. All in their own good order and at their own speed.
6. Video was not used to solve problems with noisy and disturbing children.
7. More staff were needed to handle viewing and follow up the programmes and it was important that an adult viewed the programmes with the children.
8. All the adults working with the video in the libraries found that video worked very well in a library context.

What is happening today, 10 years after the test period?
We still have a VCR unit (Philips). We have about 100
cassettes, all of them dealing with pre-school subjects.

The video recorder is placed in the Main library and is
used mostly in the children's room.

The staffing is the same as ten years ago

2 $\frac{1}{2}$ children's librarians

1 youth librarian

1 recreation officer

and two teachers in Greek and Serbo-Croatian.

We have large groups of immigrant children using the
library. The Main library of Helsingborg is situated right
in the middle of a city of 100,000 inhabitants. The
library system consists of, besides the Main library, eleven
branch libraries, two bookmobiles and a hospital library.

We still do not have more than one videorecorder within
the system. We still cannot let the public take cassettes
to their homes.

Copyright problems have so far not been solved and new
problems referring to copyright questions are emerging
all the time. In any case, the current economic situation
does not give us the opportunity to extend our activities
to other parts of the library.

Our political leaders do not allow the culture, now financed
mainly by income taxes, to find new ways of sponsoring
the activities.

Private video shops are taking over the distribution of
video cassettes. You find these shops all over the country.
We have over 50 such shops in our community.

The most common video system in Swedish homes is the VHS.
The supply of cassettes is similar to that which you can
find in shops all over the world. Swedish TV shows excerpts
from the videoprogrammes which children and young people
can hire from the video shops. The brutality and violence
of some of these programmes has shocked the adult
population and has resulted in a national debate on

stricter censorship rules and the possibility of legal action against shops lending these videocassettes to children under the age of 16.

Two years ago an official report on video stated the importance of public libraries as distributors of video cassettes to the general public. The Government agreed with this report, but no new money was granted to investigate distribution of video via public libraries.

The Swedish Radio and TV, however, has started a two year period of video cassette distribution in the Södertälje Public Library (south of Stockholm). This experiment deals exclusively with adult education cassettes and does not involve children's libraries. During the Fall, more libraries (including Helsingborg) will become involved in a further experiment planned by the Swedish Radio and TV Co. and relating to the distribution of educational programmes. This is 10 years after the first video experiment!

The educational audiovisual centre in Helsingborg, governed by the school authorities, will also be involved, helping libraries to copy the programmes that we are allowed to use. So far we do not know if we will get any money for this, but the political intention seems to favour video experiments in Public Libraries as an alternative to the flourishing video shops.

I believe it is extremely important that public libraries should all take an interest in the new media. It is more important than ever that children's librarians should commit themselves to the discussion of new media in the libraries. We must be receptive to the idea of providing new media in our libraries and also alert when colleagues as well as politicians try to limit our media resources and to restrict selection entirely to printed materials. We have an obligation to serve all categories of people in our community and not just the patrons who know how to read.

As I see it, we must include video in our libraries and try to get the necessary resources to be able to handle video. We must pay special attention to

1. good video programmes produced for children and young people
2. video cassettes produced for handicapped children, in particular those cassettes with sub-titles for deaf children.
3. locally produced programmes (from video work shops and schools)
4. programmes dealing with local subjects
5. videoart - created for the videomedia and
6. educational programmes.

It is of the utmost importance that Library Schools pay attention to the new media and that all library staff, whatever their level, should know how to handle, for instance, video. And not only how to handle video but also to know how to choose and what to choose for the library.

The Future

Between the invention of paper and the videocassettes lies 2000 years. Only 500 years separates the first Gutenberg printed Bible from the latest electronic device. (We celebrated in Sweden this year the 500 year jubilee of the first printed book in our country "Dialogus creaturarum" /Dialogue between the creatures of our creation/)

We can use all the publicity we need to celebrate and advertise the importance of the printed media. But it is also very dangerous for us to ignore the new media, to 'bury our heads in the sand like ostriches' and so fail to plan for the future, a future which is already affected by new forms of communication. Even more important is to know how to use these new electronic devices to our own advantage, rather than to be caught unaware in an uncontrolled technological explosion.

What does TV and video do to our children?

and what can we do about it?

The best we can do is to know how to make the best use of
TV and video in order to be able to teach our children
the right way of approaching these media.

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Children's libraries and RT AVM

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Le Senegal et la Micro-informatique:

Note sur le projet pilote de recherche

"Informatique et education avec le langage LOGO"

par

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Ministère de la recherche scientifique et technique

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I. INTRODUCTION

1.

Après les luttes acharnées des grandes puissances, la révolution industrielle a rendu le tiers monde et l'Afrique en particulier esclaves des moyens car leurs populations devaient affronter cette nouvelle ère sans préparation, surtout d'ordre culturel, au préalable.

L'évolution de l'informatique que vit notre époque est entrain de remettre en cause les inégalités socio-économiques qui se justifiaient pour certains par l'abondance ou non de ressources naturelles dans telle ou telle région.

Animé d'une volonté irréductible d'indépendance, le Sénégal a commencé à développer l'informatique scientifique et technique dès 1976, avec l'implantation d'un laboratoire de calcul à la Faculté des Sciences de Dakar. Au niveau du Secrétariat d'Etat à la Recherche scientifique et technique qui a joué un rôle d'impulsion et de promotion, un ordinateur central IBM 4331 a été installé au Centre de Recherches océanographiques de Dakar-Thiaroye (CRODT) et cinq autres terminaux intelligents (IBM 5120) répartis dans cinq centres de recherche - agricole.

Conscient du fait que la révolution de l'électronique et de la micro-informatique en particulier, doit trouver des hommes préparés qui sauront les dominer, les adapter à leur milieu culturel et économique, le Sénégal est en train de mettre en place un Institut de Recherches en Mathématiques et Informatique appliquées (IRMIA) dont les objectifs sont les suivants :

- la promotion de l'utilisation de l'outil mathématique à des fins de développement,
- le suivi de l'évolution de l'Informatique dans le monde,
- la promotion du transfert des connaissances et du savoir-faire vers les différents secteurs de l'économie.

Une des premières phases de ce projet qui est en cours de réalisation est le projet pilote de recherche d'utilisation du micro-ordinateur par les tout petits enfants, élèves de l'Ecole primaire, âgés de 6 à 7 ans.

II. PRESENTATION DU PROJET PILOTE DE RECHERCHE "INFORMATIQUE ET EDUCATION".

2.1. Historique

En janvier 1982, une équipe pluridisciplinaire de six sénégalais composés d'un sociologue, d'un psychopédagogue, d'un mathématicien, de deux instituteurs et d'une informaticienne, a été au "Logo Computer Center" de New-York en formation - information sur le système LOGO. LOGO est un langage informatique spécialement conçu pour les enfants par le Professeur Seymour PAPERT du Massachusetts Institute of Technology (MIT).

Dès leur retour, en collaboration avec le Centre Mondial Informatique et Ressource humaine de Paris, le Ministère de l'Education nationale du Sénégal et l'Ecole normale supérieure de Dakar, le projet "Informatique et Education" initié par le SERST a démarré en mars 1982. L'ENS abrite le laboratoire du projet au Centre de recherche pédagogique. Le laboratoire est dès lors doté de six micro-ordinateurs, don du Centre mondial Informatique et Ressource humaine (CMI) et d'un budget de 7 millions de francs cfa déduit du Fonds d'Impulsion de la Recherche scientifique et technique. Le CMI, a eu à envoyer un expert en LOGO (M. KIYOKO MONPETIT) pour le démarrage.

En dehors des experts du CMI qui viennent assister le projet de temps en temps, plusieurs personnalités étrangères et sénégalaises ont visité le projet, parmi lesquelles, le Président de la République du Sénégal, le Président et le Directeur général du CMI, le Professeur Sempur PAPERT, l'Ambassadeur du Japon au Sénégal.

L'équipe élargie a été envoyée au CMI pour un mois de stage au cours duquel tous les participants de divers horizons (Paris, Marseille, Genève, Boston, Cameroun, Dakar) ont été formés en Informatique en général, en maintenance de micro-ordinateur APPLE et en LOGO. Ils ont eu à assister à des conférences sur des thèmes d'actualité relatives à l'Informatique.

Le projet est actuellement équipé de quinze micro-ordinateurs APPLE, de quinze téléviseurs couleurs, de quatre imprimantes SILVERSTAR et de lecteurs de disquettes.

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L'équipe des encadrateurs est ainsi composée :

- 6 instituteurs
- 1 sociologue
- 1 psychopédagogue
- 1 mathématicien
- 2 informaticiens
- 3 agents du SERST
- 1 linguiste.

2.2. Présentation du système LOGO

Le système LOGO qui est utilisé, permet de manipuler le micro-ordinateur à l'aide d'un clavier alphanumérique, d'un écran de télévision (moniteur), d'un lecteur de disquette.

Une fois que le langage stocké sur disquette est introduit en machine, l'enfant voit apparaître sur son écran "Bienvenue à LOGO". Il peut alors voir, en effaçant l'écran à l'aide d'une commande, une petite figure triangulaire qu'on appelle "Tortue". L'enfant est alors capable de commander sa "tortue" en tapant sur le clavier un certain nombre d'instructions déjà définies soit par le système (les primitives qui sont très simples) soit par lui-même (les procédures) et en appuyant sur la touche "RETURN" pour les exécuter.

En fait, avec cette méthode très différente de l'enseignement programmé, l'enfant conçoit son propre projet, il en fait l'analyse, la programmation (ou l'écriture de procédure), les tests d'exécution et il enrichit son projet selon ses inspirations spontanées. Il a la possibilité d'effacer ou de rectifier ses procédures. Il peut utiliser des couleurs comme il peut insérer des commentaires dans ses procédures.

Très souvent, l'enfant se heurte à des erreurs de raisonnement qui se traduisent par des "bugs". Mais ces erreurs ne sont pas toujours malheureuses. Elles sont souvent au contraire, source d'inspirations spontanées chez l'enfant qui est souvent fasciné par le résultat instantané de l'opération qu'il vient d'obtenir.

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N'est-ce-pas là, la démarche de l'informaticien confirmé ?

Il faut noter que l'informaticien qui est au service de l'utilisateur n'est pas toujours le concepteur de son projet.

Exemple : Projet de dessin d'un carré.

- la disquette LOGO est lue et le langage se trouve ainsi stocké en mémoire.

- l'enfant tape sur le clavier la commande

VE pour effacer l'écran (VE = vide écran)

- Ainsi la tortue apparaît au Centre de l'écran, dirigé vers le haut c'est-à-dire déplacement nul et angle nul. 

- L'analyse consiste à bien regarder la forme à dessiner et à se fixer une démarche.

- en tapant les commandes suivantes on obtient un carré de côté 50 mm environ.

- AV 50 (AV = AVANCE

(50 = 50 pas de tortue = 50 mm)

la tortue avance de 50 pas

DR = 90 (DR = DROITE

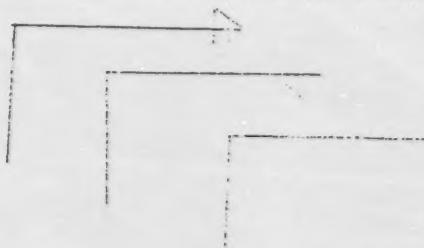
(90 = Angle)

la tortue change de direction en tournant à droite d'un angle de 90°

- AV = 50

- DR 90

- AV 50



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- DR 90
- AV 50
- DR 90



5.

- Donc en répétant quatre fois l'ensemble des instructions (AV 50 DR 90), on obtient un carré.

Le système permet une simplification d'écriture en utilisant la commande REPETE

Il suffit de taper REPETE 4 (AV 50 DR 90)

On peut maintenant taper la procédure CARRE

POUR CARRE

REPETE 4 (AV 50 DR 90)

FIN.

Pour exécuter cette procédure, il suffit de taper : CARRE.

La géométrie "TORTUE" n'est qu'un aspect du langage LOGO. En fait la richesse de ce langage informatique permet de faire beaucoup de choses : programmes de mathématiques, de physique, de conjugaison, etc...

En plus, il existe le "SPRITE LOGO" qui permet d'animer les dessins en leur donnant une vitesse, une direction, une couleur et de créer ainsi des environnements informatisés ou micro-mondes.

On peut également piloter un vidéo-disque à l'aide de ce langage LOGO, en commandant automatiquement l'affichage des images à l'écran à l'aide du clavier alphanumérique du micro-ordinateur. Ainsi, il est possible de sélectionner une image, d'accélérer ou de ralentir la vitesse des images, de les faire reculer ou les stopper.

Le système LOGO permet de cultiver chez l'enfant, un esprit d'initiative et de créativité individuelle, ce qui est plus que nécessaire dans un monde de crise et d'incertitude où la prise de décision est très rapide.

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2.3. Les objectifs

Les principaux objectifs du projet de recherche "Informatique et Education" sont les suivants :

- 1/ démystifier l'informatique en général ;
- 2/ maîtriser la technologie informatique ;
- 3/ adapter l'informatique au milieu sénégalais en insistant sur les points suivants :
 - observer comment des enfants d'âge scolaire s'approprient la technologie informatique ;
 - mesurer l'impact de l'utilisation du micro-ordinateur sur les résultats scolaires ;
 - évaluer les résultats de l'expérimentation afin de définir une démarche d'utilisation de la micro-informatique dans l'école sénégalaise.

2.4. L'expérimentation

Elle porte sur cinq écoles échantillons, de milieux socio-économiques différents :

- école franco-sénégalaise fréquentée par des élèves aisés ;
- école Dieuppeul fréquentée par des élèves de niveau socio-économique moyen ;
- Zone B3 fréquentée par des élèves de milieu socio-économique pauvre ;
- Ouagou Niayes I, très populaire ;
- Pikine II, située dans la proche banlieue.

Dans chaque école, le directeur a eu à choisir dix élèves de niveaux scolaires différents. Chaque échantillon d'élèves comporte d'excellents éléments, des éléments moyens et des éléments faibles, et autant de filles que de garçons.

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Chaque semaine, une école est accueillie trois fois, à raison d'une heure et demie par séance.

Au cours de la séance de travail, l'enfant assis devant son micro-ordinateur qu'il considère souvent comme un jouet, programme sa "TORTUE", librement sans aucune contrainte. L'encadreur intervient de temps en temps pour répondre à ses questions et en même temps lui montrer de nouvelles "primitives" si nécessaire.

Actuellement, un ordinateur est installé dans chaque école expérimentale pour la formation du directeur et de deux enseignants volontaires. Le langage LOGO est traduit en langue nationale Ouolof et sera également traduit en 3 autres langues nationales : Pular, Mandingue, Sérère.

Il est prévu, dans une deuxième phase, d'installer dix micro-ordinateurs dans chacune de ces écoles pour éviter la navette des enfants et pour pouvoir les observer dans leur milieu habituel.

25. L'évaluation

Elle repose sur trois aspects :

1/ psychologique et psychopédagogique. La recherche porte sur la manière dont il faut introduire LOGO et l'intégrer dans la classe sénégalaise ;

2/ Sociologique. L'attention sera portée sur l'étude des comportements sociaux dans l'apprentissage de l'utilisation de l'ordinateur selon les origines socio-économiques ;

3/ Epistémologie génétique. Il s'agira d'une recherche sur la nature des acquisitions cognitives par rapport à la méthode LOGO.

Pour mener à bien cette évaluation, que l'on veut objective, des grilles d'observations sont établies pour mieux suivre l'évolution de chaque enfant et chaque semaine, les encadreurs se retrouvent pour discuter des problèmes rencontrés afin d'y apporter des solutions. Ils sont conscients du fait qu'il faut décoder les objets et les actes susceptibles d'intéresser l'enfant d'origine sans pour autant le dénaturer de sa culture propre.

Exemple :

- environnement informatisé : écran, soleil, personnages, animaux, pilon, rotation
- actes : raconter l'histoire au dos
 d'un élève, d'un élève d'un grand élève

C'est ainsi qu'on a constaté que :

- les enfants issus de familles aisées ont le premier contact avec la machine très facile par rapport aux autres. Mais après quelques semaines, les autres enfants de parents moins aisés, libérés de leur timidité devant l'appareil, les dominent très facilement parfois ;
- selon l'origine des enfants, ils ne créent pas forcément les mêmes dessins ; exemple : les enfants de milieu aisé dessinent des mirages ;
- les filles sont en avance sur les garçons ;
- au contact de l'ordinateur, l'enfant ne mesure pas le temps tellement il est absorbé par ce qu'il fait ;
- l'enfant prend goût à expliquer ses procédures à ses camarades et même à l'encadreur ;
- les enfants des écoles autres que l'école franco-sénégalaise écrivent leurs procédures en français mais les expliquent en langue nationale Ouolof. De par cette observation, le langage LOGO est en train d'être traduit en Ouolof par l'équipe des encadreurs du projet, assistée par le CMI ;
- l'enfant, en manipulant certaines figures géométriques, découvre parfois des notions déjà apprises à l'école et les comprend mieux ;
- une enfant ne s'est pas intéressée à la géométrie "TORTUE" mais à la rédaction de texte ;
- certains enfants qui ne savent pas lire comme il faut, font de nets progrès au bout de quelques semaines.

Cette série d'observations suit son cours au fur et à mesure que l'expérimentation se poursuit.

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L'utilisation du micro-ordinateur par l'enfant a un impact réel sur la lecture dans la mesure où non seulement elle crée chez l'enfant un esprit d'initiative et de créativité individuelle mais aussi elle lui permet d'assimiler plus naturellement des connaissances ; et la lecture n'est vraiment bénéfique que si l'enfant comprend le sens des phrases lues.

trois cas seront examinés :

3. 1. - Au niveau de l'enfant qui n'est pas encore allé à l'école :

Les encadreurs du laboratoire "Informatique et Education" de Dakar concentrent leurs efforts dans tous les domaines de l'apprentissage scolaire et au niveau de toutes les matières : lecture, mathématiques, orthographe, grammaire, dessin, etc...

Cependant, leur expérimentation porte, pour l'instant, sur un échantillon d'élèves âgés de huit à onze ans mais, le cas des enfants beaucoup moins âgés sera étudié ici, par rapport à l'expérience de Monsieur Robert Lawler avec sa fille Reggy.

Chercheur américain du Massachusetts Institute of Technology (MIT) Robert Lawler qui travaille actuellement au Centre Mondial Informatique et Ressource humaine, a mis sa fille en contact avec la machine dès qu'elle a eu trois ans.

Son expérience porte sur le "SPRITE LOGO" et utilise un micro-ordinateur domestique.

Il a d'abord créé des environnements informatiques (ou micromondes) suffisamment riches et plaisants en présentant par ordre alphabétique une série d'images attrayants, accompagnées chacune de l'initiale imprimée en gros caractère, du mot correspondant à l'image. De ce fait, l'enfant regarde les images et retient l'association "A comme Arbre", "B comme Boule", etc...

Ensuite, il a créé un jeu de plage qui a permis à Reggy de LIRE une vingtaine de mots et surtout de les COMPRENDRE.

Le résultat obtenu par Robert Lawler est que Reggy a commencé à LIRE ET A ECRIRE entre trois ans et trois mois et trois ans et dix mois.

Pour Robert Lawler, il faut essayer d'adopter une méthode d'apprentissage de la lecture et de l'écriture qui ressemble davantage à l'apprentissage de la parole et de la compréhension du langage parlé.

Le cadre de cette expérience qui porte sur un seul enfant de père travaillant depuis seize ans dans l'informatique n'est pas si facilement transposable dans un pays en développement comme le Sénégal où les moyens financiers sont limités.

Néanmoins, il est certain que le micro-ordinateur à l'école maternelle apportera quelque chose de positif à l'enfant et c'est pour cela qu'il est prévu de mener une expérimentation à ce niveau, dans une phase ultérieure.

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...../.....

3. 2 - Au niveau des élèves de 8 à 11 ans

- Elèves de la classe de 10è (c'est-à-dire du cours élémentaire première année).

Au départ, cet échantillon d'élèves de niveau moyen ne savait lire comme il faut et ne comprenait pas non plus, ce qu'il parvenait à déchiffrer.

Au fur et à mesure que l'expérience se poursuit, on constate que l'enfant qui crée ses propres termes (parfois avec des fautes d'orthographe), les comprend et les lit facilement. L'ordinateur l'aide à faire la distinction entre deux mots de significations différentes et d'orthographe différente parce qu'il les interprète de façon différente. Ainsi, si l'enfant commet une erreur dans la frappe d'un mot qui est déjà connu par l'ordinateur sous une certaine orthographe, il serait à même de se corriger car l'ordinateur lui dira qu'il ne connaît pas ce nouveau terme. En ce moment, l'enfant remettra en cause ce qu'il vient de faire exécuter par la machine. Ce sera à lui de déterminer s'il s'agit réellement d'un nouveau mot et d'en définir la signification à la machine ou s'il faut tout simplement corriger l'erreur.

On constate que le ~~micro~~-ordinateur permet d'associer lecture et écriture dès le départ.

Ces élèves ont fait un progrès notable quant à la lecture et l'écriture d'un certain nombre de mots qu'ils ont pris l'habitude d'utiliser. Cependant, il est encore difficile au stade actuel de l'expérimentation de dire si l'enfant a pris goût de la lecture en général. Tout ce qu'on peut dire c'est qu'il ne s'ennuie pas devant son appareil et qu'il n'arrête pas d'acquérir de nouvelles connaissances en apprenant à la machine de nouvelles choses sous forme de procédures.

- Elèves de la classe de 8è - (c'est-à-dire du cours élémentaire première année).

Tous ces élèves savaient très bien lire un texte mais n'en comprenaient pas, parfois, tout le contenu. Ils savaient aussi écrire.

Au bout de cinq mois d'utilisation du micro-ordinateur avec le langage LOGO, ils ont parfaitement maîtrisé la "géométrie Tortue" et ont commencé à trouver du goût dans la rédaction de petits commentaires à l'écran et à les faire imprimer sur papier toujours à partir du micro-ordinateur.

De là, on pouvait noter une certaine fascination de l'enfant devant son travail accompli. Aussi, un certain phénomène de groupe se faisait sentir ; le premier enfant à réaliser un texte se plaisait à expliquer sa démarche aux autres qui à leur tour, souvent animés d'un esprit de compétition (résultant certainement du système de éducationnel actuel) essayaient d'en faire mieux et ainsi de suite.

Donc, contrairement à la méthode habituelle qui consiste à lire passivement un texte imprimé en essayant d'en assimiler le contenu, ici, l'enfant en plus de la lecture, arrive à concevoir son propre texte et le modéliser à sa façon.

...../.....

Dans les trois cas, étudiés, le problème qui se pose est de savoir si l'utilisation de l'ordinateur motive de façon déterminante la lecture des livres. Il est encore prématuré de répondre à cette question de façon objective car il est important de tester toutes les possibilités du système LOGO avec les jeunes sénégalais notamment le SPRITE LOGO qui permet à l'enfant de travailler avec des environnements informatiques beaucoup plus riches et beaucoup plus stimulants. Or, dans le cadre de cette expérimentation les échantillons n'ont travaillé qu'avec la "géométrie de la Tortue" avec insertion ou non de commentaires à l'intérieur des procédures.

Pour une meilleure évaluation de l'impact de l'utilisation du micro-ordinateur sur la lecture, il est important de déceler les objets et les activités susceptibles d'intéresser l'enfant sénégalais sans pour autant le déraciner de sa culture propre.

...../.

IV - LOGO DANS LES BIBLIOTHEQUES POUR ENFANTS

Les encadreurs du laboratoire "Informatique et Education" ont discuté sur l'introduction du LOGO dans les bibliothèques pour enfants.

Il en est découlé qu'on peut envisager d'enrichir, de rendre plus vivantes les bibliothèques pour enfants toujours en utilisant les SPRITES.

En effet, il est possible de créer des micro-mondes informatisés illustrant un passage intéressant ou l'idée générale d'un livre.

Ainsi, après la lecture de ce dit livre, l'enfant peut revenir à l'écran et apporter des modifications à la scène c'est-à-dire au micro-monde qui avait su si bien exciter sa curiosité.

On pourrait donc constater chez cet enfant le développement d'un certain esprit d'initiative et de créativité individuelle.

Désormais, l'enfant qui lit un livre même en dehors de la bibliothèque éprouvera l'envie de créer un micro-monde informatisé représentant une page ou l'idée générale du livre.

Cependant l'équipe des encadreurs a décelé à partir de cette conception un ensemble d'avantages et d'inconvénients.

4-1 AVANTAGES

- Intéresser davantage l'enfant à la lecture
- cultiver chez l'enfant un esprit d'initiative et de créativité individuelle
- Familiariser l'enfant à l'outil informatique.

4-2 INCONVENIENTS

- Monotonie de la lecture en classe une fois habitué aux SPRITES. LOGO permet d'avoir des images variées, mobiles, colorées et manipulables alors que le livre fournit des images figées, peu moins subjectives.

.../...

- utilisation excessive de l'image qui peut maintenir des séquelles infantiles jusqu'à l'âge adulte (ne plus pouvoir lire sans images).

Les enfants qui seraient habitués à l'image télévisuelle seraient handicapés dès l'instant qu'ils sortiraient de leur cadre.

ex : Le jeune citadin qui s'installerait en milieu rural se sentirait diminué dans une bibliothèque sans écran. Il faudrait donc essayer d'équilibrer au maximum.

- Réduction de l'effort d'imagination, d'interprétation et de représentation de scènes à travers les mots lus.

Il est évident que, cet aspect de l'utilisation de LOGO dans les bibliothèques pour enfants étant encore non expérimenté, il serait imprudent d'affirmer ou d'infirmer ces avantages et inconvénients. Seule l'expérimentation scientifique pourrait fournir des éléments objectifs.

CONCLUSION

L'informatique est entraîné de changer le monde entier dans la façon de penser, d'analyser et de résoudre les problèmes. Mais ce changement n'a pas encore produit tout son impact sur l'éducation. Le rythme de développement de l'informatique est tellement élevé par rapport à celui des systèmes d'éducation que le fossé s'agrandit.

Aussi, est-il possible d'adapter et de transformer les systèmes d'éducation pour faire face au défi de l'informatique.

La réponse à cette question pourrait être fournie par l'informatique même, si on arrive à résoudre le problème suivant :

- Comment peut on changer l'environnement de l'apprentissage avec l'ordinateur ?

Le Professeur Sémou PAPERT du Massachusetts Institute of Technology, Inventeur du système LOGO, en parle largement dans son livre "jaillissement de l'esprit".

La souplesse et la richesse du système LOGO de l'utiliser en respectant un point primordial dans toute culture, c'est-à-dire la langue.

D'ailleurs, il est prévu de traduire le langage informatisé "LOGO" en plusieurs langues nationales (Poular, Sérère, Mending, Soninké) en plus de la traduction en Wolof qui est en cours. C'est un pas décisif dans l'effort de recherche d'un système adéquat.

Changer l'environnement de l'apprentissage dans cette perspective, reviendrait à laisser l'enfant évoluer dans un milieu favorisant le contact avec l'ordinateur et de façon naturelle.

Compte tenu du coût actuel de l'ordinateur bien qu'il ait tendance à baisser considérablement, l'on serait porté à se demander si cette nouvelle méthode ne serait pas réservée à une élite. Evidemment, la réponse réside dans la politique d'informatisation d'une société.

Pour l'instant, il faut accepter le fait que l'informatique est là, et que les pays en développement n'ont pas le choix. L'espoir d'une solution qui pourrait éviter de connaître les erreurs passées, est dans cette nouvelle utilisation de l'informatique dès le bas âge.

Ceci permettrait de faire de l'homme de demain un concepteur d'outils adaptés à sa société et qui respecte les contraintes culturelles et économiques./.

Mme Fatimata SYLLA
Responsable du projet
"Informatique et Education"
au MRST.

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Video and Youth Services in the Public Library

by

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45

Why Video in Public Library Youth Services?

Small-format video came into existence about twenty years ago with the invention of the portapak in Japan. This was a time of great social and political ferment and portapak productions were seen as an alternative to commercial television. The early years of this independent video created a new form of avant-garde experimental art and a new way of documenting local events when a single video artist or a small group with a portapak moved into the streets.

In the United States independent video began to be shown in avant-garde centers in the large cities, and also in some public libraries and museums which have continued to promote small-format independent video through local screenings. In each such location this happened because a courageous librarian or curator-- a kind of video militant-- was committed to the idea that a library is more than books. It is a place in which ideas and people can be brought together whatever the medium.

The pressure of commercial television, particularly in the United States, which runs 24 hours a day on multiple channels (eight in New York City) is so heavy that it has now become almost an obligation for public libraries and museums to provide an introduction to non-commercial television. This is a service that other institutions are not willing or not capable of providing. Because children are "too short, too young, and lack money to buy advertised products," little interest is shown by commercial producers in creating programs especially for them.

If experimental and documentary video cannot be introduced to children and young people in schools, public libraries and museums there is the risk that they will see nothing but commercial television during their formative years, and that they will have no way of defending themselves against being manipulated by the "idiot box."

Although librarians are now acquiring and using recorded ideas in all media, we are still generally resistant to non-book materials. Perhaps because the kind of film and video that we use come out of commercial entertainment there is some association of unrespectability about these media. The former chief of the New York Public Library once said that ~~that~~ he would not be surprised if five centuries ago there were heated discussions being held by librarians about the relative merits of vellum and papyrus.

Sample Descriptions of Video Tapes Used with Young People

Here are some examples of video tapes that belong in public library media collections and are held by many large public library systems in the United States. Each of us must and can find examples in our own countries. I have chosen the following sampling of titles to present to you because I know that they are also available in at least one other country-- France-- through the audio-visual services of the Library for Public Information in the Centre Georges Pompidou in Paris. I have also chosen them because, although they were not specifically made for young people, our use of them has shown that young people enjoy them very much.

THE LOVE TAPES SERIES 18 58 minutes, black and white video. Distributed by Electronic Arts Intermix. Produced by Wendy Clarke.

This compilation of amazing revelations on love by people of all ages, races, and walks

of life opens with a voice-over explanation by Clarke on how each 3-minute tape was made. Fifteen monologues-- funny, poignant, angry, philosophic, sensitive and weird by turns-- offer striking insights into the complexities of love. A child ends this series saying, "Well, I love my stuffed animals. Or maybe I love myself. Or maybe I love my life."

PICK UP YOUR FEET: THE DOUBLE DUTCH SHOW. 30 minutes, color video. 1981. Produced by Skip Blumberg. Distributed by Electronic Arts Intermix. Chronicling the Eighth Annual World Invitational Double Dutch Championship held in New York City, the tape focuses on four of the most popular teams in the event: the Fantastic Four, the DD Tigers, the Jumping Joints, and the Dynamos. Intercut with sequences from the championship meet are background interviews with coaches and team members and a behind-the-scenes view of practice sessions. PICK UP YOUR FEET is about the love, sweat, and tears of competition-- shed over victory as well as defeat.

WHAT'S EXPECTED OF ME? 30 minutes, black and white video, 1980. Producer Theresa Mack. Distributed by Women Make Movies. At 12, Renée is a round-faced tomboy who enjoys sports, has no boyfriend, and is anxious about what will happen to her in high school. At 13 she is studying hard, has lost weight, fights with her parents, and wants to be accepted by boys as well as to excel in school. We see her teachers and parents as authoritarian, showing adult behavior that is often hard for adolescents to understand. This is a tape that captures the awkward passage between childhood and adolescence.

Youth Librarians Must Write Reviews of Video Tapes

When librarians locate non-commercial video art or documentary tapes in their own country or purchase tapes from other countries which they feel will be meaningful and useful to their young publics, they have the obligation to

review these tapes in their professional library journals.

Many otherwise assured and capable children's and young adult librarians say, "I can't," "I never have," or "I don't know how" when asked to write a review of a video tape.

You can do a video review as easily and as well as you can review a book, if you trust yourself in the new medium. Think of this review as you do of a book review-- as a service to your young public, as well as a way of interpreting new material to the staff of your library. Your purpose is to see that young people don't waste their time on mediocre content and to bring the best in all media to their attention. Don't be overly concerned at first with the technological aspects or the problems of video. Continued experience in using the medium will increase your expertise.

Just as taking a photograph forces you to focus on the subject, writing a video review will force you to focus on the purpose, form and contents of the cassette and judge it in terms of the needs of the young people you serve.

The questions we must answer positively are:

Does the tape invite participation
visually
through the imagination
through curiosity (intellectually)
through feelings (emotionally)?

Is the tape respectful of children and subject?
Are the technical and artistic quality compatible?
Are the subject and style compatible?
Are actions related to consequences?

In addition:

Information must be accurate.
Content and style must be non-racist, non-sexist,
non-chauvinistic

Traditional Ways Librarians Can Help Non-Commercial Video to Grow and Develop

With careful collection of print material about video, the youth librarian can contribute to the survival and growth of non-commercial video. In gathering books, pamphlets and periodicals about educational, art, and experimental television they can create an information and reference center that can be used by students, parents, teachers and other adults interested in this new medium. In other words, the library should continue to do what it already does so well, i.e., collect everything available that will help young people develop good reading habits and add good watching habits to that list.

It is a good idea for librarians who work with youth to learn who, in their cities or communities is creating video. This may be done by consulting with local and national museums, community centers, university art departments, film schools, etc. The library should be a show-case for the very best of such work, particularly the tapes appropriate for children and young people. You will find that the video artist appreciates the opportunity to try out his or her work with a young audience.

Librarians could also find out who, in their cities or communities is working with the television reform movement. Library patrons who are active in television reform can suggest useful programs to take place in libraries, e.g., films about television, talks by researchers in the area of television, demonstrations of video cassettes on storytelling, or discussions about the implications of the new technologies for young people.

The library can also become a place to house

community video archives. Because of the rootlessness of many local video groups and artists it is extremely valuable for them to have the the library keep their work and make it available for playback, on request, to groups and individuals.

All of these projects involved with the new technology-- programming with video makers, and acquisition of suitable equipment for the use of video-- will usually have to be specially funded either by government agencies which sponsor innovative activities or by private organizations such as banks or industrial or scientific corporations. Experience in the United States has shown that Friends of the Libraries groups have been effective in soliciting such funds.

Teen-Age Videotape Workshop

Nothing so effectively brings young people to a better understanding of the whole world of television as a teen-age video tape workshop. If it is to be done in a library, the librarian should be in the role of workshop director and manager. Technical expertise and teaching of operating the equipment should be the responsibility of specially qualified staff, whether they come from within or outside the library.

We had been showing 16mm films made by teenagers and inviting film makers whose work was in our film library to talk to young people about films, in the same way that authors had always talked to young people about their books. It was one of these young film makers, then in his twenties, who told us about a New York State resource center where we could borrow video equipment. This same young man became the workshop teacher, and with a \$500.00 grant from the New York State Council on the Arts we began.

More than a dozen teen-age participants were suggested to the librarian director of the workshop by high school and junior high school librarians. These were young people who loved

photography and film and who were curious about the new video portapaks. They felt very privileged to be invited to learn about and use this new equipment.

We met every Saturday morning in midtown Manhattan for ten weeks. The librarian wrote all the letters to parents describing the project to them and all of the letters to the people in the sites we wanted to use for our sessions. She also kept a detailed record of procedures and expenses as well as a log of activities.

The general theme of the tapes was to be the exploration of the neighborhood of the Donnell Library. For the subject of the first tape the group chose the November 6th 1971 Peace March, which was one of the last to protest the war in Vietnam. The librarian visited the headquarters of the peace march the night before the event to obtain press passes for the group and to arrange for points along the march that they wanted to cover. A long audio tape was made with the Public Relations director of the march and the librarian in case a voice-over might be needed later to accompany the video. We were not sure what kind of sound we would get. This sound track was never, in fact used, but it is indicative of the kind of preparation the workshop staff felt was necessary to produce good tapes.

On the march interviews were held with veterans of World War II, Vietnam Veterans Against the War, librarians marching with their union, as well as construction workers watching the march from their worksites. The teen-age group, their instructors and the librarian covered the march for a full eight hours that day. They knew how many thousands of people were involved and how big and exciting the event was. When they got home late that evening and tuned in to the news coverage of the day by their local commercial network television stations, imagine their shock and surprise to hear just a few seconds of coverage given to the march and to hear the announcer say that "it was a small turnout." This was a lesson in news coverage that none of us

will ever forget.

The viewing of these tapes the following week was very lively, with much discussion of the strengths and weaknesses in the shooting and sound recording, and about the various camera styles and points of view.

This workshop had rather an ideal situation in that equipment was borrowed from a central source responsible for maintenance and staffed with technicians to help. It is probably better for any library to borrow the equipment in the beginning rather than invest in equipment, even though the amount was about \$2,000. We also got 59 hours of our technician-teacher's time at \$3.50 an hour and seventeen half-hour tapes at about \$12.00 each. At this price, do-it-yourself television was as nearly as close to being a popular medium as it can get.

What is the relevance of such a workshop to the public library's traditional goals? It is a way of involving young people and the library more directly in community affairs and helping the library serve its purpose as a neutral meeting ground where people can exchange ideas.

Another good thing about a videotape project is the chain-reaction effect that it has. People find out and get drawn in. Several librarians learned about the potential of videotape for the first time and they produced other projects. One of the most notable of these was a tape made by teenagers about "How to Behave in the Library." They were the worst behaved young people imaginable, but making the tape turned them into friends and library supporters forever.

Several of the participants of the first workshop have been deeply influenced by it in their own careers in the communications media. The following testimony by workshop member Rehana Hamid has been reprinted many times in the library press in the United States and is worth repeating here. Rehana was a senior in New York City's High School of Music and Art at the time she wrote this statement in 1972.

To Help a Teenager Get in Touch

by Rehana Hamid

When I first joined the Teenage Videotape Workshop at the Library, I was more than a little scared. I knew next to nothing about video, and I wasn't so sure that I'd be able to handle anything as technical as it seemed to be, but I really wanted to give it a try. To my surprise it was fantastic from the start. I didn't even mind getting up early on Saturdays! . . . As I learned more, I began to feel more capable and started to have much more confidence in myself. . . . We all got a chance to work with the camera, microphone, editing decks, and other equipment, but at the same time each person was able to pursue their own particular interest further. Certain people preferred to edit, some really liked doing interviews, so they would get to do those things more often.. We got to see the results of our work almost immediately (one of the great things about video-- no developing). Everyone had their favorite techniques when it came to camera work, and although everyone received a share of helpful criticism, it was never like putting you down.. . .

The videotape workshop taught me much more than just the basic skills. I learned how to work creatively in a group, something I had always found difficult to do. There's a certain amount of give and take that went on, a sharing of work and ideas, that was a completely new experience for me and a great one!

Perhaps most important of all, learning about video tape opened up a whole new way of looking at things. It's hard to use a script when you're taping a subject. The unexpected always happens, and you have to be prepared to take it all in with your camera. You begin looking for things, anticipating what is about to happen. The tape shapes itself as you record more and more information, and the finished product often comes out totally different from what was expected. Quite often you end up with a more realistic view of the subject too, because you have recorded what happened, not what you think happened. I find I'm much more aware of rhythm and motion these days and sometimes I walk down the streets pretending I'm looking through a lens-- just framing all the beautiful movements that I see.

I'll never feel the same after having attended the workshop . . . Looks like it's shaped my life, and the more people that have experiences like mine the better. It's time we started getting in touch!

France Wants Active Young Televiewers

Although the project launched in France by the Ministry of Education in 1980 is not a library project, it is one which French librarians are observing with interest and which is being reported in their professional press. It is an example of inter-ministerial cooperation which can serve as a model and it will have the effect of influencing thousands of young people, parents and educators in the way it will teach them critical viewing skills.

Now that commercial television can no longer be ignored, the French government decided on a whole new educational perspective. It is based on the fact that in the past decade innovative creative work with television has been done by some young teachers. In order to take advantage of their experiments and to encourage their work it was decided to set up a program which would integrate television and other audio-visual media into the school curriculum. Television would not compete with the school courses, nor would it be thought of as co-existent or parallel with the school program. It would be considered a new and original element in the French educational system in nine different locations around the country.

The question of how television is made is one of the most interesting and absorbing questions to young people 10-15 years old. Putting equipment into their hands will sensitize them to the production of pictures and sound in the language that is particular to these media, rather than the language of the written word alone. Direct contact with professionals is the best way to permit them to have such experience. In the test sites there is considerable opportunity for young people to work with the adults who provide television programming on the French regional channel FR3. These people produce the local news, they were not TV "stars", and the children worked well with them.

It is also a particularly valuable way to get different groups of teachers together with local artists, writers, sports figures, etc.

Contents of the sessions with the young people ranged from familiarizing them with the equipment, kinds of camera work and procedures for programming-- in other words learning media literacy. Many of them were able to participate in actual production exercises. It should be emphasized that all of these activities are not supplementary to the school curriculum but must take place during school time in the primary grades and during the school time allocated to educators for independent projects in the secondary schools.

Although parents, whose participation was integral to the project, responded very favorably to the activity, one of the chief concerns of the pilot program is the under-representation of parents in the project. It has been shown that the young people who consume the most television are the children of the least educated parents. A way must be found to make them understand their role in the project and to suggest specific activities for them.

In the future researchers will evaluate the project scientifically. They will measure children's verbal abilities to talk about their weekly television consumption, how they choose what they see, and where television is a source of knowledge and a stimulation to the imagination.

The Minister of Education in France has said that television and its intelligent use is an educational priority in his country. Can the same be said in the United States and elsewhere?